



# Why Sight Words?

**S**ight words are those words that readers should instantly recognize. They are among a group of high-frequency words that compose 75% of the words that children encounter in text and use in their own writing on a daily basis. Many of these sight words do not follow standard phonics rules or spelling patterns, which makes them difficult for early readers to recognize and sound out. Children just learning to read can build both fluency and comprehension skills when they learn to read and write basic sight word vocabulary quickly and automatically.

Upon your child's completion of each activity, use the provided incentive chart and stickers to track progress and celebrate your child's success.

## SKILLS

- Sight word recognition
- Reading and writing of 100 sight words
- Visual discrimination
- Vocabulary development
- Following directions
- Beginning reading and writing skills

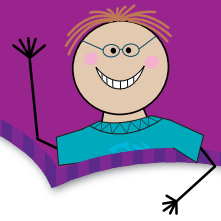
## HOW YOU CAN HELP SUPPORT LEARNING

- As each set of four sight words is introduced, write them on index cards for extra and frequent practice with your child. See page 2 for a list of 100 sight words introduced in this book.
- Provide magnetic letters for your child to use in building sight words.
- Have your child write sight words with chalk or paint them with water on the sidewalk.
- Keep a Magna Doodle in the car to practice the words.
- Point out sight words in books you read with your child.



# 100 Sight Words

saw	say	show	through
into	where	also	need
call	help	around	went
today	came	small	same
only	before	end	different
place	color	leave	read
live	number	word	move
play	night	does	large
back	girl	even	answer
first	school	own	early
girl	picture	another	learn
near	both	open	found
far	right	please	kind
year	mean	morning	change
great	tell	animal	off
too	old	hand	away
most	sure	house	must
each	never	world	mother
thing	white	while	tree
name	pretty	soon	present
think	follow	ask	water
until	under	turn	such
bring	want	why	write
left	try	because	walk
dear	better	high	those



# Read and Write

Read and write each word. Then use these words to finish the sentences.

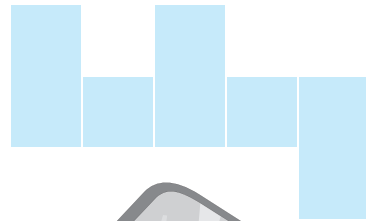
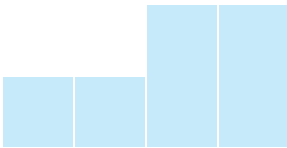
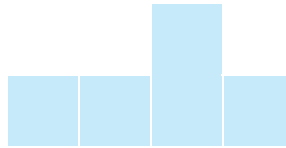
Word  
Box

saw

into

call

today



1 I like to \_\_\_\_\_ Grandma.



2 The boy \_\_\_\_\_ a bug.

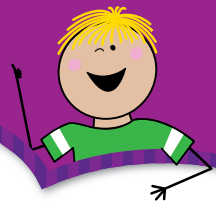
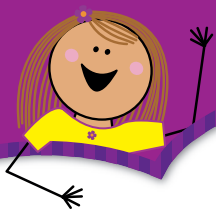


3 My birthday is \_\_\_\_\_ !



4 The bear is going \_\_\_\_\_  
the cave.





# Hidden Picture

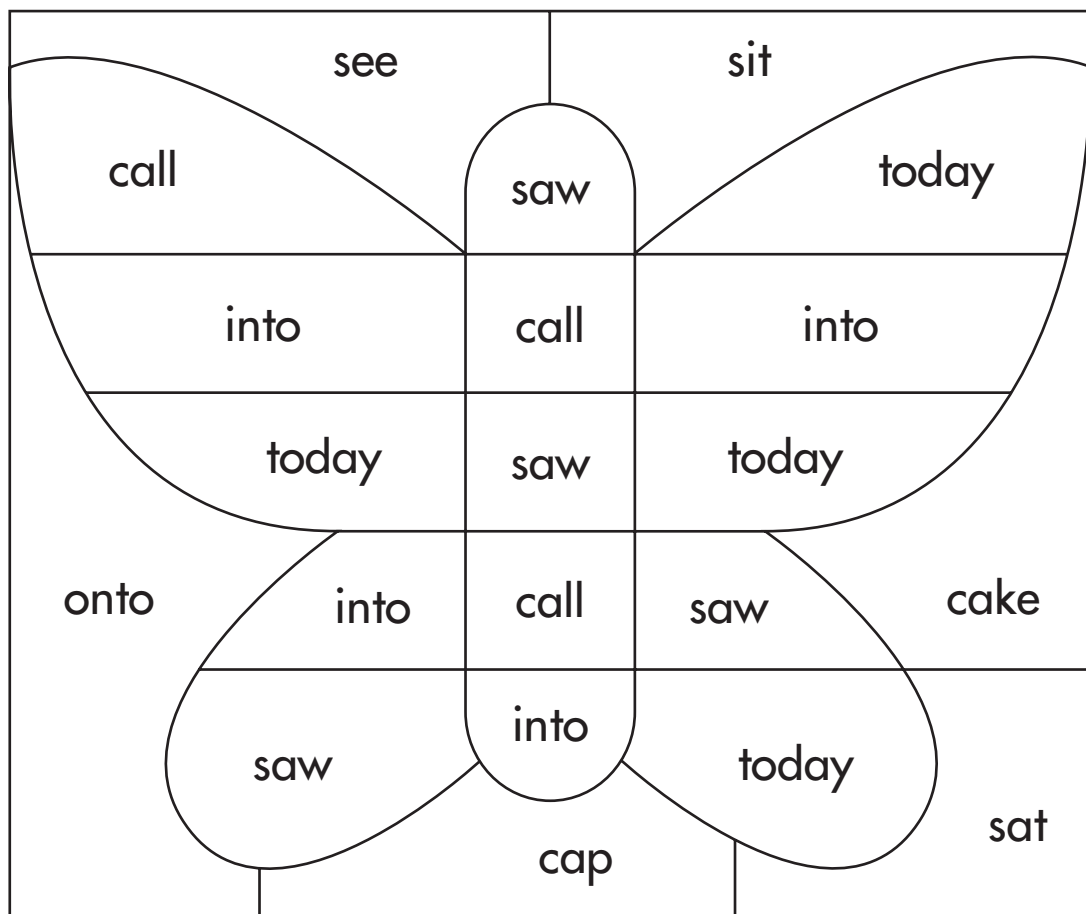
Read and write the words. Color the shapes that have these words.

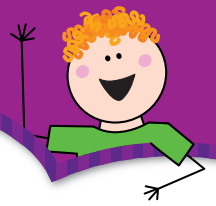
saw

into

call

today





# Missing Letters

Read and write the words. Then write the missing letters to spell each word.

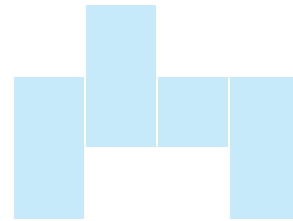
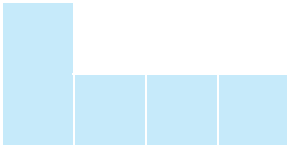
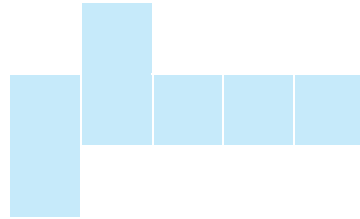
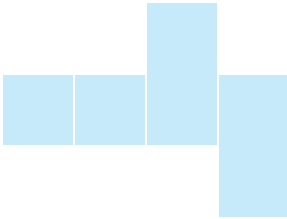


only

place

live

play



1 only    \_\_\_\_nly    o\_\_\_\_y    onl\_\_\_\_

2 play    p\_\_\_\_ay    \_\_\_\_lay    p\_\_\_\_a\_\_\_\_

3 live    l\_\_\_\_ve    l\_\_\_\_e    \_\_\_\_ive

4 place    \_\_\_\_lace    pl\_\_\_\_e    p\_\_\_\_ace



# Finish the Sentences

Read and write the words. Then finish the sentences using these words.

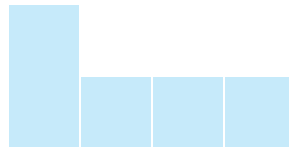
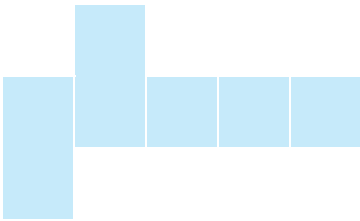
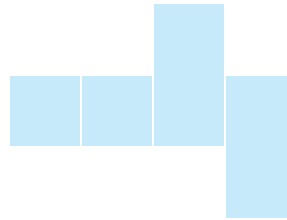
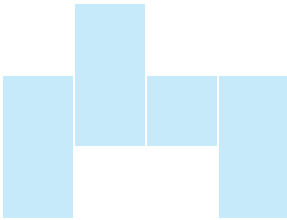


play

only

place

live



1 I have \_\_\_\_\_ one fish.



2 Let's \_\_\_\_\_ this game.



3 Here is a good \_\_\_\_\_ to eat.



4 We \_\_\_\_\_ here.

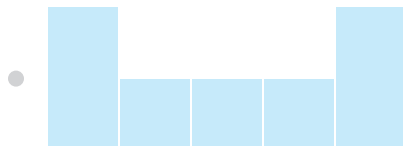




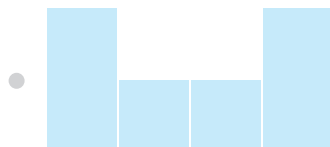
# Match Up

Draw a line to match each word to its word shape boxes. Write the words in the boxes. Use these words to finish the sentences.

friend •



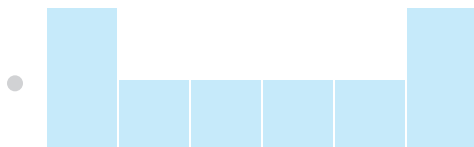
back •



first •



near •



1 Come \_\_\_\_\_ little cookie boy!



2 We are in \_\_\_\_\_ grade.



3 Can I sit \_\_\_\_\_ the door?



4 This is my good \_\_\_\_\_ .

